

Research Question Examples: Nursing

About this document

This PDF contains 34 **nursing research question examples**, each quoted word for word from one of 15 completed dissertations and theses (2012–2025), grouped into 5 sections. Each question links to the thesis that asked it, so you can read how it was answered. Use them to see what a well-formed nursing research question looks like, then adapt the shape to your own study.

By [Derek Jansen](#) (MBA) · Reviewed by [Eunice Rautenbach](#) (DTech) · Grad Coach · October 2026

Online version: gradcoach.com/research-question-examples/nursing/

© 2026 Grad Coach. Free to share and adapt under [CC BY 4.0](#) with credit to Grad Coach and a link to gradcoach.com/research-question-examples/nursing/. Research questions and thesis titles quoted here remain their authors'; each dissertation keeps its own license.

Contents

Descriptive questions · 22 questions	2
Exploratory questions · 6 questions	4
Relational questions · 3 questions	4
Comparative questions · 2 questions	5
Causal questions · 1 question	5
How to adapt a question to your own study	6

Descriptive questions

These questions ask what is happening: how much, how often, or what kinds. They describe a situation rather than explain it.

1. To what extent are clinical practice guideline indicators for diabetes care being met for patients with multimorbidity in five [Nurse Practitioner-Led Clinics]?

Asked in: [An evaluation of the quality of care of diabetic patients with multimorbidity at nurse practitioner-Led clinics in the North East and North Simcoe Muskoka LHINs](#) · Heale, Roberta · Laurentian University · 2018

2. What has been the impact of devolution on nursing workforce policy and planning across the four countries of the UK (1997-2009)?

Asked in: [Devolution and nursing workforce policy and planning in the four countries of the United Kingdom 1997-2009](#) · Milne, Pauline · Queen Margaret University · 2013

3. What are the dimensions or profiles of burnout for rural nurses in Africa?

Asked in: [Driven To Nurse In Rural Africa: A Scoping Review of the Experiences of Burnout](#) · Kofi Jr. Effah-Frimpong · University of Saskatchewan · 2025

4. What are the outcomes of burnout for rural nurses in Africa?

Asked in: [Driven To Nurse In Rural Africa: A Scoping Review of the Experiences of Burnout](#) · Kofi Jr. Effah-Frimpong · University of Saskatchewan · 2025

5. What aspects of nursing care have a positive impact on end-of-life care in ICUs?

Asked in: [End-of-life care in the ICU. Impact of nursing care on families' experience. An integrative review](#) · Anna Halla Birgisdóttir · University of Iceland · 2021

6. What is the experience of families of patients receiving end-of-life care in ICUs?

Asked in: [End-of-life care in the ICU. Impact of nursing care on families' experience. An integrative review](#) · Anna Halla Birgisdóttir · University of Iceland · 2021

7. What do graduates perceive as factors that influenced their admission into the baccalaureate nursing program?

Asked in: [Experiences of African American Baccalaureate Nursing Graduates: Entrance, Culture, and Retention in Nursing School](#) · Manney, Ronalda · University of Missouri · 2015

8. What do graduates perceive as factors that influenced their retention in the baccalaureate nursing program?

Asked in: [Experiences of African American Baccalaureate Nursing Graduates: Entrance, Culture, and Retention in Nursing School](#) · Manney, Ronalda · University of Missouri · 2015

9. What are faculty perceptions of current practice in the student preparation phase of the simulation experience?

Asked in: [Faculty Descriptions of the Student Preparation Phase in Undergraduate Nursing Simulation: A Qualitative Descriptive Study](#) · Herlihy, Kesa Jo · University of Kansas · 2017

10. What term do faculty recommend to refer to the student preparation phase of the simulation experience?

Asked in: [Faculty Descriptions of the Student Preparation Phase in Undergraduate Nursing Simulation: A Qualitative Descriptive Study](#) · Kesa Herlihy · University of Kansas · 2017

11. What are the experiences of minority nursing students working with cultural insensitivity in Northeastern Ontario?

Asked in: [Northeastern Ontario minority nursing student experiences of cultural insensitivity in clinical practice settings](#)
· Milani Dayananda · Laurentian University · 2025

12. What factors influence Icelandic nursing students' satisfaction with clinical learning on Landspítali?

Asked in: [Nursing students' satisfaction with clinical placement at Landspítali 2015-2019: Reception is most important](#)
· María Orradóttir · University of Iceland · 2020

13. What years are the nursing students most satisfied with the clinical education at Landspítali?

Asked in: [Nursing students' satisfaction with clinical placement at Landspítali 2015-2019: Reception is most important](#)
· María Orradóttir · University of Iceland · 2020

14. How do patients describe the education received during their [Weight Loss Surgery] experience?

Asked in: [Patient Descriptions About Weight Loss Surgery Education Practices](#) · Karen Diane Groller ·
University of Kansas · 2015

15. What factors contribute to patient satisfaction with [Weight Loss Surgery] education?

Asked in: [Patient Descriptions About Weight Loss Surgery Education Practices](#) · Karen Diane Groller ·
University of Kansas · 2015

16. What are the shared beliefs, values, and practices of RNs in primary care settings?

Asked in: [The Registered Nurse Role in Primary Care: A Focused Ethnography](#) · Faith Fauteux · University of Windsor ·
2024

17. What facilitates, sustains, and/or constrains the RN role in primary care settings?

Asked in: [The Registered Nurse Role in Primary Care: A Focused Ethnography](#) · Faith Fauteux · University of Windsor ·
2024

18. What are the impacts of childhood chronic illness on their parents?

Asked in: [„Að búa í spilaborg“ : áhrif langvarandi veikinda barna á foreldra og systkini og mikilvægi fjölskylduhjúkrunar](#)
· Guðrún Björg Úlfarsdóttir · University of Iceland · 2015

19. What are the impacts of childhood chronic illness on their siblings?

Asked in: [„Að búa í spilaborg“ : áhrif langvarandi veikinda barna á foreldra og systkini og mikilvægi fjölskylduhjúkrunar](#)
· Guðrún Björg Úlfarsdóttir · University of Iceland · 2015

20. What are the benefits of short therapeutic conversation for families?

Asked in: [„Að búa í spilaborg“ : áhrif langvarandi veikinda barna á foreldra og systkini og mikilvægi fjölskylduhjúkrunar](#)
· Guðrún Björg Úlfarsdóttir · University of Iceland · 2015

21. What kind of care is given by the nurse to the psychiatric patient in a general emergency setting?

Asked in: [Cuidado de enfermagem ao paciente psiquiátrico em situação de emergência geral: real e imaginário](#) ·
Elias, Andréa Damiana da Silva · Fluminense Federal University · 2012

22. Do emergency nurses perform according to the orientations established by the Psychiatric Reform?

Asked in: [Cuidado de enfermagem ao paciente psiquiátrico em situação de emergência geral: real e imaginário](#) · Elias, Andréa Damiana da Silva · Fluminense Federal University · 2012

Exploratory questions

These questions ask how or why something happens, usually where little research exists yet. They are common in qualitative studies built on interviews or observation.

23. How do nurse practitioners practicing at [Nurse Practitioner-Led Clinics] evaluate the impact of the [Nurse Practitioner-Led Clinic] model on the quality of the care they provide to diabetic patients with multimorbidity?

Asked in: [An evaluation of the quality of care of diabetic patients with multimorbidity at nurse practitioner-Led clinics in the North East and North Simcoe Muskoka LHINs](#) · Heale, Roberta · Laurentian University · 2018

24. How and why have the approaches to nursing workforce policy and planning changed across the four countries of the UK (1997-2009)?

Asked in: [Devolution and nursing workforce policy and planning in the four countries of the United Kingdom 1997-2009](#) · Milne, Pauline · Queen Margaret University · 2013

25. How do faculty describe current practice in the student preparation phase of the simulation experience?

Asked in: [Faculty Descriptions of the Student Preparation Phase in Undergraduate Nursing Simulation: A Qualitative Descriptive Study](#) · Kesa Herlihy · University of Kansas · 2017

26. How do faculty currently refer to the student preparation phase of the simulation experience?

Asked in: [Faculty Descriptions of the Student Preparation Phase in Undergraduate Nursing Simulation: A Qualitative Descriptive Study](#) · Kesa Herlihy · University of Kansas · 2017

27. How do senior nursing students describe their connection with patients?

Asked in: [The Process of Senior Nursing Student-Patient Connection: Student and Clinical Nursing Faculty Perceptions](#) · Hazel Kathleen Ruth White-Williams · University of Alberta · 2012

28. What is/are the process(es) of connection in the senior nursing student-patient relationship?

Asked in: [The Process of Senior Nursing Student-Patient Connection: Student and Clinical Nursing Faculty Perceptions](#) · Hazel Kathleen Ruth White-Williams · University of Alberta · 2012

Relational questions

These questions ask whether two things tend to go together, such as study time and exam results, without claiming that one causes the other.

29. What is the relationship between organizational processes in the [Nurse Practitioner-Led Clinic] model and the care of diabetic patients with multimorbidity?

Asked in: [An evaluation of the quality of care of diabetic patients with multimorbidity at nurse practitioner-Led clinics in the North East and North Simcoe Muskoka LHINs](#) · Heale, Roberta · Laurentian University · 2018

30. What combination of independent variables (Weeks of US Nursing Practice, Demands of Immigration, Resilience, and the interaction between Demands of Immigration and Resilience) best explains [Foreign Educated Nurses] Well-Being?

Asked in: [Descriptive Correlational Study to Examine Variables and Relationships Proposed in Conceptual Framework of Virtual Transitioning Program Developed for Foreign Educated Nurses \(FEN\)](#) · Cwiekala-Lewis, Klaudia J. · University of Arizona · 2019

31. What combination of independent variables (Weeks of US Nursing Practice, Demands of Immigration, Resilience, and the interaction between Demands of Immigration and Resilience) best explains [Foreign Educated Nurses] Acculturation?

Asked in: [Descriptive Correlational Study to Examine Variables and Relationships Proposed in Conceptual Framework of Virtual Transitioning Program Developed for Foreign Educated Nurses \(FEN\)](#) · Cwiekala-Lewis, Klaudia J. · University of Arizona · 2019

Comparative questions

These questions compare two or more groups or settings, such as two schools or two teaching methods, to see whether they differ.

32. Is there a difference between students' satisfaction at placements within surgical and medical departments?

Asked in: [Nursing students' satisfaction with clinical placement at Landspítali 2015-2019: Reception is most important](#) · María Orradóttir · University of Iceland · 2020

33. In emergency settings are there differences with regards to the nursing care given to psychiatric patients as compared to that given to other patients?

Asked in: [Cuidado de enfermagem ao paciente psiquiátrico em situação de emergência geral: real e imaginário](#) · Elias, Andréa Damiana da Silva · Fluminense Federal University · 2012

Causal questions

These questions ask whether one thing causes a change in another. Answering them usually takes an experiment or a careful design that rules out other explanations.

34. What is the influence of select demographic variables on [transcultural self-efficacy] perceptions of associate degree nursing students?

Asked in: [Effect of the Diverse Standardized Patient Simulation \(DSPS\) Cultural Competence Education Strategy on Nursing Students' Transcultural Self-Efficacy Perceptions](#) · Ozkara San, Eda · The Graduate Center, CUNY · 2018

How to adapt a question to your own study

Every question here was asked by someone else, about their own setting. These four steps turn one into a question that is yours.

- 1. Pick the shape, not the wording.** Notice whether the question compares, explores, explains or measures. That shape is what transfers to your study.
Recommended reading: [How to write a research question](#)
- 2. Swap in your own population and setting.** Change who, where and when, and check the question still makes sense.
Recommended reading: [How to find a research gap](#)
- 3. Check it fits your method.** A "how" or "why" question usually points to qualitative work; "how much" or "is there a relationship" to quantitative.
Recommended reading: [Qualitative vs quantitative research](#)
- 4. Line up your aims, objectives and questions.** Your committee will check that they agree.
Recommended reading: [Research aims, objectives and questions](#)

Do this with two or three questions and compare them: the one you can actually answer with the time and access you have is usually the right one.